

Cleft Habitus in the Health Promotion Learning During Covid-19 Pandemic (A Case Study of Students of Megarezky University)

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ABSTRACT

The aims of this study were to describe the learning strategies of lecturers and students, to analyze Cleft Habitus in the learning process of health promotion for lecturers and students, to interpret the implications of Cleft Habitus in health promotion learning due to the Covid-19 pandemic. The research method used descriptive qualitative with data collection stages including purposive sampling and snowball sampling, non-participatory observation, in-depth interviews and documentation. The results of the study show that lecturer strategies in learning process were very diverse. New forms of habitus in the learning process of health promotion formed by lecturers and students were very diverse starting from the habitus of learning methods, the habitus of learning models or learning approaches, the habitus of learning evaluation, and the habitus of health protocols. It can be concluded that Covid-19 pandemic has led to Cleft Habitus in the learning process, including learning about health promotion for lecturers and students of the nursing study program of Megarezky University.

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1. INTRODUCTION

WHO has determined an outbreak of a pandemic disease caused by a type of corona virus that called Covid-19 (Corona Virus Disease 2019). The emergence of this outbreak was detected starting from the city of Wuhan, China. Until a period of less than a month, it was confirmed that infected humans had spread to several countries. So that several countries on all continents have been infected with the virus. In the end humans as a whole were forced to adapt. Whether it's a matter of a healthy lifestyle or in activities in daily work. It has been regulated in each country in various ways. Indonesia is no exception, which has established several ways to deal with its spread. Such as the implementation of Social Distancing, Physical Distancing, Lockdown on a local scale COVID-19 has spread throughout the world, including in Indonesia. The existence of the corona virus which has spread widely has resulted

in a global pandemic throughout the world. It is called a pandemic because this outbreak does not only occur in one geographic area, but simultaneously throughout the world.

All activities have shifted to computerized techniques by utilizing the internet network. Work from Home (WFH), Study from Home (SFH), Online Seminars, and several others are based online. In the case of internet-based learning or online learning, the Minister of Education and Culture, Nadiem Makarim, stipulated that in Circular Letter number 4 of 2020. Then all schools, including Higher Education (University) were also closed. It is right that we have entered the era of revolution 4.0 where all must make maximum use of technology to increase the quantity of work targets and the quality of time used. Now COVID-19 is a problem and affects all aspects of life including education. The COVID-19 pandemic has disrupted the lives of students in different ways (Daniel, 2020). Learning that was originally classical offline suddenly turned into online learning (Purwanto, 2020; Sujarwo et al., 2020). Megarezky University (Unimerz) is one of the higher education institutions that implements online learning in all study programs, including nursing study program.

As a result, Covid-19 has caused many changes in public health behavior, both good behavior and bad behavior (Rahmayani, 2021). And also affect the new habits or habits of society, especially among students.

As Bourdieu explains habitus as a "system of lasting trans-posable dispositions" that guides individuals' actions in social space (Bourdieu, 1977). The word habitus is almost always ascribed to the leading French sociologist Pierre Bourdieu (1930-2002 AD). Pierre Felix Bourdieu developed his theory by combining two opposing thoughts, namely the views of Structuralism and Existentialism, where Existentialism places too much emphasis on individual freedom (agents) in behavior and ignores the influence of structures (values and norms) turn off the subject role. So he developed the theory of constructive structuralism, according to him there is a mutually influencing relationship between subjectivity and objectivity between agents and structures. This theory is known as the theory of social practice (Siregar, 2016). There are two main concepts contained in the theory of social practice, namely habitus and symbolic violence (Mander, 1987). In his emphasis on social practice, Bourdieu pays attention to what individuals do in everyday life. However, he asserts that social life cannot be understood simply as a collection of individual behaviors. Nor does he accept that practice can be understood solely in terms of individual decision-making, on the one hand, or as determined by supra-individual structures, as the metaphysics of objectivism would, on the other (Jenkins, 2006).

However, the compound word "Cleft Habitus in Indonesia Habitus Baru" has become a vocabulary as far as the author is aware – first used by the Conference of Bishops in Indonesia in a Pastoral statement in the early 2000s. In the context of the Pastoral Call of Conference of Bishops in Indonesia, the Cleft Habitus is interpreted as a new tradition which is not only in the form of daily behavior but also in the perspective of humans and the world in reviving positive new habits (Suaedy, 2016). Habitus is also obtained from a social position that is held for a long time, meaning that habitus is very dependent on the social position of the individual. Individuals who have the same social position will tend to have the same habitus as a result of the manifestation of their social position. However, habitus is not a factor that alone determines an actor's understanding, in other words, habitus can also be referred to as a collective phenomenon that shapes actor's consciousness. Habitus produces and is produced by the social world. Habitus shapes and is shaped by the social world. On the one hand, habitus is a "structure that composes" the social world, on the other hand it is a "structured structure" by the social world (Horvat & Davis, 2011; Wirawan, 2012 as cited in Parama, 2005; Magalhães, 2012; Shimoni, 2017) On the other hand, cleft habitus can also be regarded as a cultural unconscious, where history is unconsciously considered natural, which is formed from learning outcomes through parenting, play activities and community education in a broad sense (Himawijaya, 2005 as cited in Sumarno, 2017). The notion of habitus also helps construe the interplay between past and present that is created through primary socialization into the world through family, culture and the milieu of education. Thus it is not just a set of attitudes and values, but is embodied in terms of how people feel and think. Further, habitus is constantly remade, permeable and responsive to what is going on around

people and to their choices (including the success or failure of previous actions) (James et al., 2015). The stability of the habitus may however be challenged when a person is immersed in different fields, such as is the case in a diasporic situation (Revis, 2020). Habitus has a strong position in people's social life because of these components. The existence of the habitus even seems to be natural as if it is natural (Pratiwi et al., 2019).

This research basically wants to explore new habits that occur in the learning process of health promotion due to the outbreak of the covid-19. Thus, this study entitled "Cleft Habitus" is a new study in health promotion due to the Covid-19 pandemic (A Case study of Megarezky University students).

The theories used in this research consist of learning strategies, cultural adaptation theory, culture shock theory, and online learning models; implications of the new habitus. This study has three objectives, namely describing learning strategies for health promotion learning, analyzing new forms of habitus, and interpreting the implications from the formation of new habits in health promotion learning due to the Covid-19 pandemic.

2. METHODS

This research used qualitative descriptive method. The aim of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2013). Qualitative research is an approach used to reveal individual experiences, social values, historical values, issues, politics, and changes that occur in social life with the aim of building certain theories and patterns of knowledge. (John W Creswell, 2014); (J. W. Creswell, 2021); (Sugiyono, 2010). The informants in this study consisted of nursing students of Megarezky University.

The main objective of data collection within this context is to obtain information about the institutional design of public policies. For this, researchers will rely on the reports of participants to reconstruct the 'reality' of each national scenario (Seixas et al., 2018). Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study (Lambert & Lambert, 2013). Data collection was carried out using three techniques, namely observation, in-depth interviews, and literature study (Sugiyono, 2017). Observation is a technique in collecting qualitative data by making direct observations in the field or research environment. This research used participatory observation type. It is a method that aims to obtain complete data. This method was done by making a deep closeness with the nursing students of Megarezky University as informants in the class. Then in-depth interview, dig into a predetermined topic (based on the purpose and intent of the interview) using open-ended questions. Excavations were carried out to find out their opinions based on the perspective of the respondents in viewing a problem. This interview technique was carried out by an interviewer by interviewing one person face to face with the respondents (nursing students of Megarezky University).

3. FINDINGS AND DISCUSSION

Strategies in dealing with changes in the learning process due to the Covid-19 Pandemic. Method of Cleft Habitus in health promotion learning was carried out online. The Whatsapp and Google Classroom applications were the two most frequently used applications in health promotion learning. These two applications were considered the most relevant and the easiest to use in supporting health promotion online learning. This Whatsapp application was usually used to deliver related announcements in health promotion learning, such as announcements of daily tests or health promotion quizzes that will be held during learning activities. While the Google Classroom application was more often used during learning. This application was usually used to deliver material and gave assignments or quizzes at every meeting.

Cleft Habitus of learning models or approaches that took place online was included in the online learning model. Teaching and learning activities in health promotion involved lecturers (health

promotion course supervisors) and students as participants. In each meeting, students studied the material provided by the lecturer through Google Classroom, work on student worksheets, doing assignments given by the lecturer at each meeting, and conducted discussions with the lecturer through the comments column available on the Google Classroom application. In other words, every learning schedule, the lecturer facilitated students fully online and all activities related to learning were carried out online. The strategy for organizing meetings, and lecturers must also prepare how the form (structure) in the learning process. In addition, there was also a third strategy, which was related to learning management strategies. Regarding learning management strategies, health promotion lecturers always made a lesson plan, organize learning, direct learning, supervise learning, as well as assessment and evaluation of learning. In addition, the lecturer always prepared strategies in teaching at each meeting, then always made notes on the progress of student learning, and tried to motivate and control the learning of the female students. In the learning strategy, the mother usually made several stages of learning which will make it easier for the mother in the learning process. The second strategy was related to learning delivery strategies. With Learning online method of course must have the right strategy or method, so that students took learning seriously and the learning objectives were successfully achieved. In addition, lecturers had to also prepare carefully related to learning media, materials or teaching materials that will be given to students in every schedule or meeting.

This learning management strategy was one of the important strategies to measure the success or failure of the teaching and learning process in a learning activity. Then, to adapting learning methods and learning models or learning approaches, this paper will also explained the adaptation of learning evaluations. In relation to the evaluation process, especially in the health promotion, the lecturer saw from the daily tasks and assignments given at each sub-chapter change (new material). If there was student who did not meet, the lecturer always held a remedial test so that the student can achieve a score.

Method of Adaptation in health promotion learning carried was out online learning because of a policy from the government that requires each school to carry out learning using online methods to break the chain of spread of the Covid-19 virus. Applications that were often used when online learning took place through Google Classroom and WhatsApp. In addition, there were also other supporting applications such as Google Chrome or browser, Brainly, Zenius, YouTube, Google Drive, Kine Master, and several Microsoft Office (Word, Excel, Power Point). Based on the results of the distribution of the questionnaire given to students, almost all students participated in and carried out this online learning. However, of the many students, it turns out that there are also students who do not take online learning because of the limitations of internet packages

Learning Model Adaptation

Generally the students conducted online learning on campus or institution. However, through the google classroom application and whatsapp group. Adaptation of online learning evaluations who have difficulty understanding the material given by the lecturer usually carry out their respective strategies such as rereading the material given by the lecturer or the material in the book repeatedly until they understood the material, looking for the material in google, asked brother, parent or friend who already understood the material, then students asked directly to the lecturer who teaches the material through the comments column on google classroom or through a whatsapp group that has been created with the subject lecturer. health promotion learning online, both in understanding the material, doing assignments, or asking questions related to material that was not understood.

Cleft Habitus of the learning process in health promotion during the covid-19 pandemic. Many new habits that must be implemented. This habit was very different from what it was before the COVID-19 pandemic. This new habit is often known as habitus. This habit was a result of adaptation to the new normal during the COVID-19 pandemic. One of the new habits in research, namely during the covid-19 pandemic, learning was carried out online. Learning using the draining method is also applied in nursing study programs, including in health promotion learning. Health promotion learning itself required students to understand real social phenomena. Of course it required a research so that students

more easily understood the social phenomena that occurred. However, during the Covid-19 pandemic, it is difficult to carry out learning by applying practices to the field to observe a social phenomenon.

So that lecturers had to look for other ideas in practical learning can still be carried out during the covid-19 pandemic, learning health promotion in online can meet the demands of the lecturer's Semester-based course plan/RPS that have been set. The COVID-19 pandemic situation has caused a symptom of culture shock. It can be said that almost all lecturers were shocked by the situation and condition of this pandemic. All these changes are certainly difficult to be accepted by lecturers in particular, because these changes come suddenly. However, after several lecturers began to be able to adapt or make adjustments to all the changes that occurred, including the situation and conditions of this covid-19 pandemic. There are several things that are actually adapted by the first health promotion lecturer, which is related to technology adaptation. Technology during this pandemic has become one of the things that plays an important role in learning. So that technology itself requires all lecturers to be able to apply the technology so that learning takes place well, as well as lecturers in the nursing study program to adapt to technology related to how to send materials, assignments, and how to provide evaluations or assessments of assigned tasks given to students.

Habitus Learning Models through the adaptation of technology that had been described above, nursing lecturers also made adaptation starting from the preparation and online learning process, where they always prepared learning strategies, learning media, learning materials, assignments, and quiz questions at each meeting. In this online learning, the learning material was also very important to be considered by a lecturer. Considering that online learning will certainly make students feel burdened if the material provided was only based on one source and there were no real examples. Moreover, the health promotion course itself was very broad in scope, so that Students will find it difficult to understand the material if they were not given real examples that occur in social life. In other words, the creativity of lecturers in delivering learning materials was very necessary. So that every learning material was tried to link the Covid-19 pandemic with the material given to students. When health promotion lecturers teach both offline and online, they always opened learning by asking students' health conditions, then praying and giving other apperceptions. After that, the new lecturer started to provide learning material and continued with the assignment. Meanwhile, when closing the lesson, the lecturer always ended the lesson by giving a conclusion regarding the material given at the meeting.

Learning Evaluation Habitus

In this online learning, the learning methods, learning media, and learning materials that were important to note, online learning assessment or evaluation methods were also very important to note. During this pandemic, attitude assessment was difficult to do, because learning was not carried out face-to-face so that lecturers cannot see how students' attitudes and behavior are when learning took place. However, the health promotion lecturer assessed the student's attitude by looking at their attendance through attendance list, assignments collected, and responses to appeals, materials and assignments given, as well as student's activity in responding during the learning process.

The Health Protocol habitus was very orderly implemented, this was indicated by the presence of washbasins, hand sanitizers, body temperature measuring devices, and masks given to lecturers and students. When conducting research, the researcher also saw washhand first that the health protocol was actually implemented in the nursing study program, for example, when researchers visited If there are lecturers, students, or guests who come to campus, they were always reminded to wear masks, wash their hands, used hand sanitizers and have their body temperature checked by security guards. If they have implemented the health protocol, they will only be allowed to visit the school, and vice versa. In other words, all activities carried out in campus must be based on established health protocols.

Cleft Habitus in the Learning Process of Health promotion formed by students during the covid-19 pandemic. The first was related to the way students studied during the covid-19 pandemic. Students said studying during this pandemic was very different from studying before the pandemic. Before the pandemic, when studying, they had to come to school using school uniforms according to school rules, learning was carried out offline or face-to-face, students could study together with their classmates in

the same room, then when learning took place students could listen to the lecturer's explanation while taking notes. -important things, and more time duration. Meanwhile, after the pandemic, students always study from home and do not use school uniforms, learning is carried out online, when studying is accompanied by parents or other families, when learning takes place students must read and understand the material in the form of word files sent by the lecturer on the Google classroom, the duration of student learning was actually less because according to students the learning was less effective. With this online learning, students begin to know and learn about Information Technology (IT) more deeply so that students can continue to follow online learning well. In addition, there are also students who ask directly to the lecturer of the subject concerned so that the material or assignments they do not understand are re-explained by the lecturer.

Habitus In relation to the evaluation of learning, students usually evaluate the obstacles they experience. They experience internet network problems, so they will look for strategic locations so that their internet network runs well. Then if students did not understand the material provided by the student lecturers, they will directly ask the course lecturers through the comments column on the Google Classroom application or through the WhatsApp group.

Habitus Related to Health Protocols

Most of students maintained health by implementing health protocols, namely applying wearing masks, washing hands, keeping a distance or avoiding crowds), then there were students who also did not forget to exercise regularly, eat healthy food, did not forget to take vitamins to keep them healthy, keep the body fit, get enough rest (did not stay up late at night), and diligently clean the environment and body to keep it clean so as to avoid the covid-19 virus.

The results of this study were in line with the results of other studies which state that parents experience different changes, these behavioral changes are first, parents are able to change habitus on the grounds that government policy is an opportunity that must be used to intensely relate to children. Second, parents only make changes during the policy period on the grounds that they do not have the ability to educate children, the changes made are only aimed at maintaining the child's condition and third, parents are resigned to the situation on the grounds that it is difficult for children to focus on studying with their parents. The difference in change explains that changes that occur in the social structure do not automatically change the habitus of parents as individuals (Edwar et al., 2021). Then this study was supported by the other study stated that made for the process of learning in the workplace to be understood in terms of the harmonization of the individual habitus with the collective habitus in the departmental communities of practice. Evidence is also provided of the importance of context in understanding how academics learn (Jawitz, 2009). Also during the Covid-19 pandemic, people are more extravagant to maintain a healthy lifestyle by modern or natural or traditional ways to obtain health, both physically and spiritually. By maintaining a healthy lifestyle, maintaining health protocols (Rahmayani, 2021).

The implications of the formation of new habits in health promotion learning due to the covid-19 pandemic. First, during this covid-19 pandemic, many new habits or habits have occurred, ranging from Clean and Healthy Living Behavior, implementation of health protocols, to all activities. Education was carried out online. Especially in the field of education, learning methods are carried out online. Especially in the field of education, learning methods are carried out online. In this case, many online learning problems arise. Some of these obstacles are (1) Lecturers and students have minimal digital literacy, (2) many lecturers do not understand Information Technology (IT) well, (3) There are some students experiencing signal problems because of the various residences or demographics of students, (4) The online learning facilities owned by students are incomplete, and (5) Changes in learning culture, especially in health promotion courses. Some of these obstacles certainly require adaptation because online learning is rarely done. This statement was supported by Hairuddin opinion stated that the Information and Technology Council recommends 3 steps for a digital transformation strategy, namely: 1) Ensuring the availability and quality of internet network infrastructure and electricity supply is maintained, 2) Strengthening local applications to support long-distance communication between

government agencies, especially in the aspect of improving cyber security and 3) Optimizing the use of ICT to support community activities in the fields of health, education, business and others (Hairuddin K. 2021). Second, the Covid-19 pandemic has brought changes in online health promotion learning, which is related to learning materials. In this case, all health promotion learning materials must be linked to the covid-19 pandemic because this pandemic was actually a social phenomenon that occurred in society. Third, in addition to changes in learning materials, changes also occurred in learning devices. In this case, the authors got empirical data related to changes in health promotion learning tools that use online methods during this covid-19 pandemic. Lecturers always prepare Semester-based course plan/RPS based on online which was shorter, denser, and clearer.

Theoretical implications for students of this cleft Habitus who found fun and unpleasant online learning. Students who felt happy with this online learning, students who had complete facilities and did not experience obstacles when learning took place. Vice versa, students who were not happy with online learning, students who experienced problems when learning ran. The obstacles experienced by students during this online learning were the unstable internet network, limited quota, not understanding the material, problems doing assignments, and inadequate learning facilities. However, at this time these obstacles have begun to be overcome by means of schools providing solutions such as providing free quotas to students and schools providing computers and wifi for students in need.

In addition, the institution also continued to provide facilities in the form of package book loans to all students. When this online learning was implemented, students always would be supervised until the end of learning process. Students who were supervised while studying usually made easier to concentrate than students who were not supervised while studying. However, each student had his or her own way to concentrate while studying, such as finding a location and atmosphere that supports online learning. When online learning is implemented, there are students who find it easy to get learning resources, while there are also students who find it difficult to get learning resources. Meanwhile, if the facilities owned by nursing students mostly have learning facilities in good and complete condition.

4. CONCLUSION

The Covid-19 pandemic has led to Cleft Habitus in the learning process, including learning about health promotion for lecturers and students of the nursing study program of Megarezky University. Implications of the establishment of a Cleft Habitus in health promotion learning. As a result of the Covid-19 pandemic, namely the emergence of Clean and Healthy Lifestyle, the application of health protocols, to all activities in the education sector is carried out online. Especially in the field of education, learning methods are carried out online using the Google Classroom and Whatsapp applications. The COVID-19 pandemic has also brought changes in health promotion through online learning, which is related to health promotion learning materials. This covid-19 pandemic must always be associated with health promotion courses because this pandemic is one of the phenomena or social problems that occur in the community. In addition to changes in learning materials, changes also occur in learning devices. What is meant by learning tools here is the change in learning methods that were originally offline to online, and the change in Semester-based course plan/RPS online which is shorter, denser, and clearer. Even though most students like and can accept this condition, it is not uncommon for them to have obstacles in this new habit, such as not understanding learning, not having a stable internet network, limited quota, having a full cellphone, to difficulties in participating in learning because home activities. The institution is trying to handle by providing computers and Wifi for students who do not have sufficient cell phone memory or signal problems when participating in online learning. The government cooperates with educational institutions to provide free quota to students. In addition, the institution also continues to provide textbooks to students to support online learning. The institution provides computers, wifi, and textbooks for students. In relation to the provision of field assignments in health promotion courses, most of the parents of students give permission if the lecturer gives assignments to the field to students, but must continue to apply health protocols.

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